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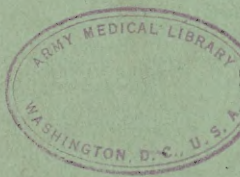
STATE OF KANSAS
DEPARTMENT OF EDUCATION

PHYSICAL EDUCATION

FOR

ELEMENTARY

CHILDREN



Issued by
L. W. BROOKS
State Superintendent
of Public Instruction
1948

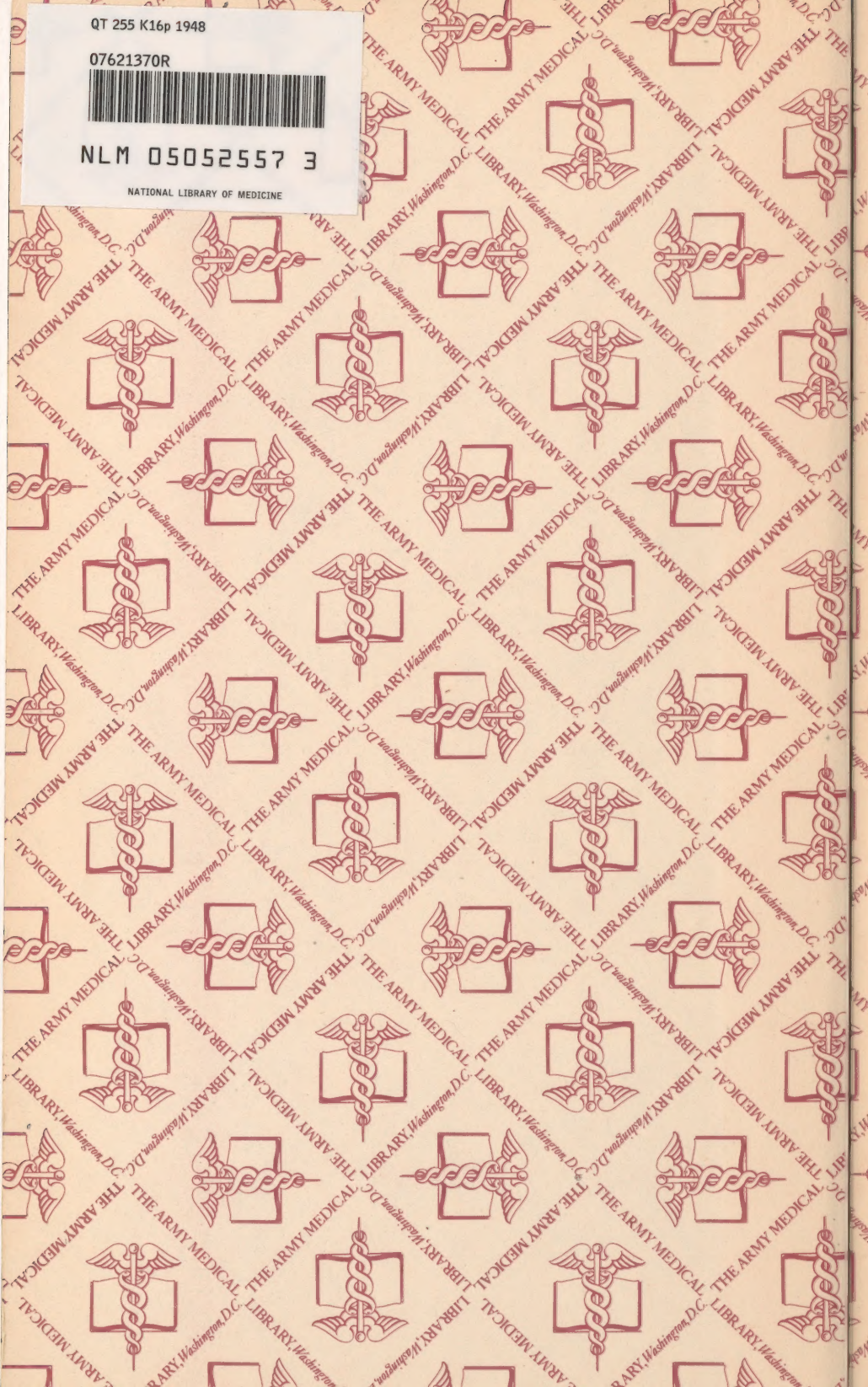
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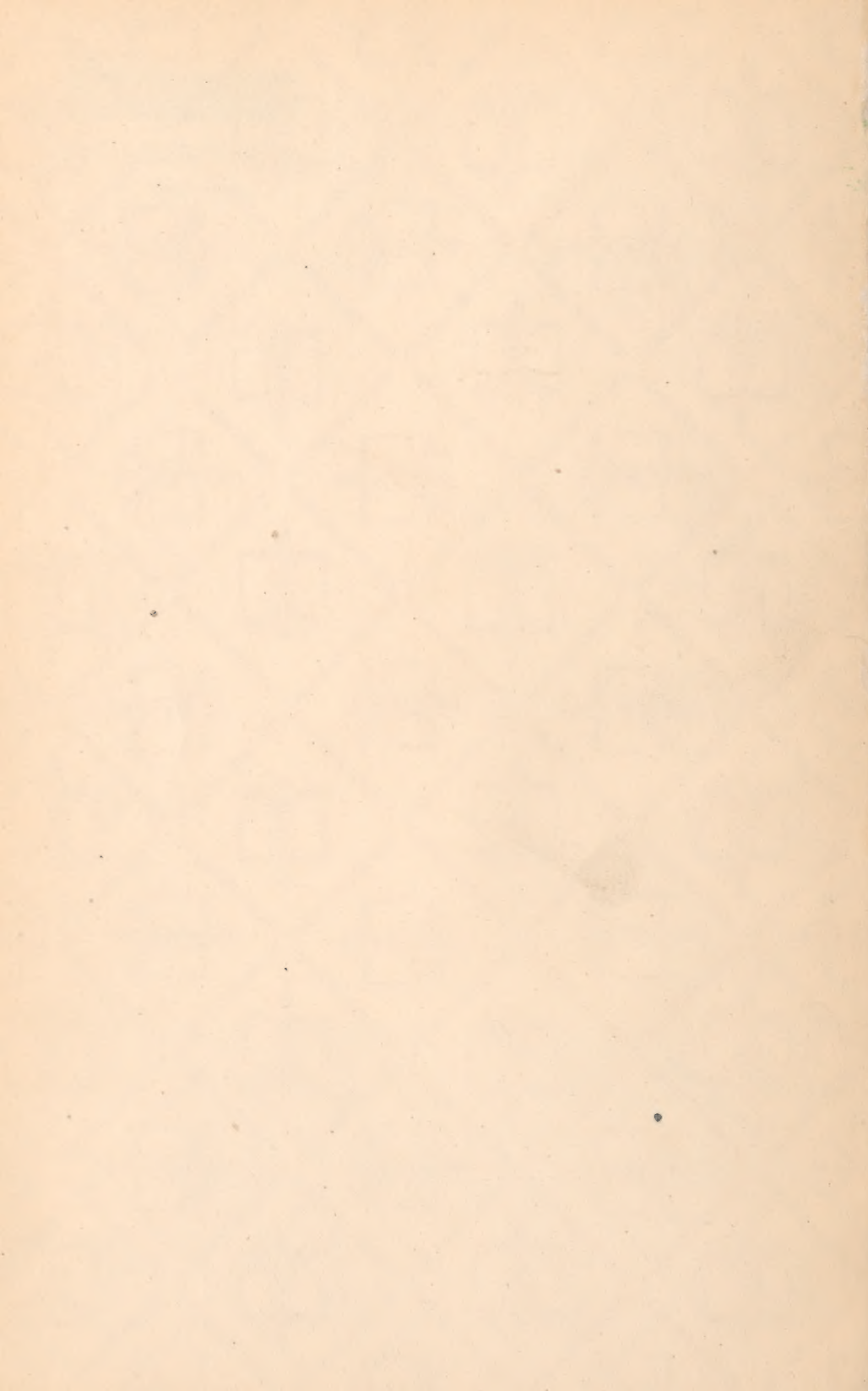
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Physical Education

FOR

Elementary Schools

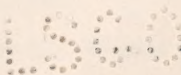


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DR. L. W. BROOKS

State Superintendent of Public Instruction

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TO THE TEACHERS:

Members of the Physical Education Committee are to be commended for the selection and preparation of the material for this bulletin. They worked with the purpose in mind of selecting materials which could be used equally well by teachers of rural or city schools.

Rural teachers will find that most of the games can be adapted for use with children of varying sizes. Special attention is called to the section on "Self-testing Activities or Stunts" which can become a source of great interest to children who must play much alone or without supervision.

Teachers are especially urged to study Sections I, II, III. The Committee attempted in these sections to include all the fundamentals and yet to eliminate all except the essentials in an effort to save the teachers' time.

Suggestions and criticisms from teachers who use this bulletin will be most welcome. The committee has expressed several times its hope that teachers will report the weaknesses and strengths of this material so that when a revision is made, it will become an expression of what Kansas teachers need and want for physical education in Kansas schools.

URSULA HENLEY,
Director of Curriculum.

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I. INTRODUCTION

No child comes into the world with a book of directions for using his body effectively. Each individual must somehow learn this for himself. This may be accomplished through his own efforts, through guidance from his parents, and through the guidance of teachers and associates. Because of such contacts the child either becomes a valuable member of society or he stumbles along rarely measuring up to the demands placed upon him either by his associates or his surroundings.

Children differ as individuals and while no two are exactly alike, characteristics common to all children are found. Basic physiological and psychological characteristics should be understood by anyone who helps to guide children in their program of physical education.

Education in a democracy assumes the role of guide for the individual. The schools today must use existing opportunities and provide needed experiences so that the child lives through situations that strengthen him for membership in our democratic society.

In preparing this bulletin of suggestions for use by the elementary teachers in the physical education program, a serious attempt has been made to consider these problems:

1. To guide and stimulate teachers who work with limited facilities in order to help them develop adequate programs of physical education for boys and girls.

2. To offer suggestions to teachers and administrators that will assist them in providing a broader program to fit the needs of their communities.

Teachers in various situations have asked for help in choosing those activities which meet the needs of their groups for democratic living in their immediate community. Rural children can take part in outdoor physical activities in the pure air and sunshine of the countryside. This is not always possible in larger, crowded cities. Uncrowded play areas in the smaller communities make more freedom possible and safety less of a problem.

All of these advantages should be appreciated by teachers in small communities and an earnest attempt should be made to develop a balanced physical education program. All youth need a back-

ground of skills for meeting the challenges they face as citizens of a democracy.

It is hoped that this bulletin will stimulate the teacher with training and experience to develop a program with much broader implications. These minimum suggestions are to guide the teacher who is inexperienced in physical education.

II. RELATION OF PHYSICAL EDUCATION TO GENERAL EDUCATION

A. Objectives

A leader of children must consider carefully what he hopes to accomplish with children. Lack of such consideration is much the same as an attempt to build a house without a plan.

Before a teacher begins to plan the physical education activities to use with a particular group of children, she may ask, "What are we striving for through education?" If the answer is, "A happy, healthy child, able to participate successfully in the give and take of a democratic society," then another question follows immediately. "How can physical education activities help the child reach that goal?"

Physical education has a great deal to offer for it provides opportunities for the child to grow in the following areas:

1. *Organically*, where development leads to endurance or increases distance from fatigue.

2. *Neuromuscularly*, where such needs as relaxation, flexibility, general body control, and skills are cared for.

3. *Emotionally*, where acquiring poise, happiness and stability come through success in mastering skills and in adjusting to problems that arise in play.

4. *Socially*, where there is growth if leadership is focused on situations that stress group feeling, respect for the rights of others, and responsibility for assuming a share in planning and executing physical education activities.

5. *Intellectually*, where development is gained through the mastery of situations that occur in the planning and carrying out of the whole play program.

A program that provides for development in these areas must:

1. Take care of all children in the group—not center attention on a few, highly-skilled individuals.

2. Offer the children a share in planning and in carrying out the plans for physical education.

3. Provide a great variety of activities at the child's level of performance and stress a real mastery of skills.

4. Recognize the need for careful teaching during the formative years.

5. Provide a joyful atmosphere where play activities may be carried on in an environment free from strain.

B. Phases of Development—Physical and Psychological

PRIMARY—5, 6, 7, 8 YEARS OF AGE

PHYSIOLOGICAL CHARACTERISTICS	PSYCHOLOGICAL CHARACTERISTICS	NEEDS
Gain in weight, height.	Interest in individual play, with start of group play.	Need for sunshine and play out-of-doors.
Gross body control but no skilled movements of small muscles like the fingers.	Questioning age.	Interest in nature can be the basis of much learning.
Development of sensory centers and big muscle control.	Beginning of school life, for many their first big social adjustment.	Games and activities should allow for use of big muscles as in running, jumping and climbing.
Lungs and heart small.	Poor attention, irrelevant questions.	Child should be taught correct habits of play and should see the connection between an act and its reward.
Digestive system in advance of other systems (protruding abdomen).	Impulsive, restless.	Little children catch more than they are taught.
Low mortality, high resistance to disease.	Nonmoral, standard of right largely based on adult control.	
Permanent teeth.	Interest in nature.	
	Interest in making things.	The personality of adults has a great deal to do with the development of ideals of character with a child this age!
	Desire for big muscle activities, running, climbing, jumping, kicking.	

INTERMEDIATE—9, 10, 11, 12 YEARS OF AGE

(Storing-up period)

PHYSIOLOGICAL CHARACTERISTICS	PSYCHOLOGICAL CHARACTERISTICS	NEEDS
Metabolism approaches adult.	Golden age of memory (skilled activities should be started).	Games and school work should correspond with interests.
Heart small, arteries large, low blood pressure.	Improved attention.	Group games are enjoyed but without true team feeling.
Brain approaches adult size.	Sense discrimination.	This child is ready to make his own decisions, with guidance, in matters which involve his life and should be given a share in planning recreation at home and school.
Retarded growth.	Gang or tribal period.	
Low mortality.	Interest in adventure and travel reading.	
Growth in muscular strength but not full development of finer movement, involving neuromuscular skill.	Interest in hobby collections.	
Girls often reach puberty at eleven or twelve, boys several years later.	Interest in speed, strength, accuracy rather than in ease, form and grace.	
	Group games preferred.	
	Incomplete coördination. Interest still in starring individuals.	
	Desire to improve self.	
	Interest outside of home.	

JUNIOR HIGH—12, 13, 14 YEARS OF AGE

PHYSIOLOGICAL CHARACTERISTICS	PSYCHOLOGICAL CHARACTERISTICS	NEEDS
Growth of bones, muscles, arteries. Heart small, continuing low blood pressure.	Beginning of moral period (religious). Feeling of individuality.	Guidance of quiet, sensible, understanding adults.
Possible anemia and nervous condition due to growth and bodily changes.	Desire for freedom away from restraint of home.	Self-direction is the goal of behavior at this age. Appeal to reason should as far as possible take the place of coercion.
Child often morbid.	Ability to reason, use common sense and take responsibility.	There may be a tendency to cardiac dilatation due to strain, which should be watched.
Susceptible to disease.	Interest in games involving strength, endurance, skill and mental power.	
Sex development.	Self-consciousness grows, attempt to please opposite sex.	For the above reasons, competition is questionable for this age.
Metabolism nearly adult.	Appreciation of beauty.	
Increased neuromuscular control (though awkward while growing).	Altruistic, generous, sympathetic.	
Increased mental ability.	Interest in group games, true cooperative spirit, loyalty to group.	
	Attention based on interest.	
	Hero worship.	

III. ADMINISTRATION

Elementary children require from four to five hours a day of big muscle activity. Schools cannot devote that much time to developmental purposes. Therefore, the school physical education time must be an instruction period only. In the short daily period that can be allowed in the crowded elementary curriculum, it is necessary to present play activities which teach high play standards and which develop desirable play attitudes.

The outside-of-school play period, then, must furnish the additional required play and this may be the recreational playtime for children.

In some schools the after-school play period may be supervised, but in the majority of schools, because of a lack of personnel, this will not be the case. Thus, it is especially important that the instruction period furnish activities that will meet the child's needs after school hours.

Organization of Classes

Boys and girls in the elementary grades should be given their instructional periods together, usually. It is sometimes wise to have boys and girls separated into squads for such activities as tumbling and self-testing stunts.

The classroom teacher teaches the physical education. It is advisable for a teacher to handle the physical education activity for her classroom group because it affords many opportunities for correlation with other subjects and enables her to know the whole child. Children feel at home with the classroom teacher and a friendly, happy relationship often results from mutual participation in physical education work.

A physical examination should be given to each student in the school by a physician at least once in each school level, preferably in the first, fourth and seventh grades. The desirable standard is an annual examination for each pupil. The examination should include: Heart, lungs, vision, hearing, teeth, nose and throat, nutrition, skin, feet, spinal deviation, general posture, height and weight. The findings of these examinations should be recorded on a form authorized by the school and passed on with the child as he progresses. From these findings the child should be classified for work in the physical education program.

Occasionally a child needs to participate in limited activity. This may be for a short or long period and the type of limitation may vary. Such a child should not be denied the worthy and satisfying educational experiences that come through well-directed play.

The teacher in that situation may desire and need professional advice and assurance. Use of the following form will determine the individual's physical education and play program.

To be filled in by the physician—

I have examined..... and find the following condition:.....		
In my opinion this pupil should participate in the following type of activity:		
..... Slightly active Moderately active Regular program (for normal individuals)
Date.....	Signed..... <div style="text-align: right; margin-top: 5px;">Physician</div>	

(NOTE.—The teacher should furnish the examining physician with a list of activities offered in her program and designate them according to slightly active, moderately active, and regular program.)

The committee suggests that the time allotment for the primary grades be two twenty-minute periods daily, and for the intermediate grades one thirty-minute period each day in addition to regular recess periods.

Facilities

A consideration of equipment for physical education calls for an evaluation of those items that are stationary or permanent; equipment that is expendable such as balls and jumping ropes; and the play areas both for outdoor and for indoor activities. How the money invested in physical education supplies can be used most effectively for economy of funds, possibility of body development, available space, prevention of accidents and general enjoyment and usability of the groups of children who will be involved, must be given careful thought and planning.

Equipment which takes care of only a few children at a time, and has a high toll of accidents should not be given playground space.

The best equipment provides desirable physical benefits to the participant and demands little of the leader's time for supervision.

Two inexpensive pieces of playground equipment which take care of many children and which are relatively safe are the *turning pole* and *horizontal ladder*. The turning pole (horizontal bar) should be installed in sections of varying, adjustable heights.

The bar and the ladder, where carefully chosen and correctly installed, provide enjoyable opportunities for the child to get good shoulder and arm workouts with spinal stretching. Stunts performed can be based entirely on the skill and strength as well as the inclination of the individual child.

Jungle gyms provide the artificial tree for the playground. This piece of play apparatus, if selected with the cross bars spaced not more than two feet apart, offers an excellent, safe place for the primary child to develop profitably the urge to climb and to invent stunts that are part of the makeup of that particular age.

If the initial cost, upkeep, number of children that can be cared for at a time, safety and space involved are considered, then slides, teeter-totters, merry-go-rounds and swings, while fun, have little else to offer the child. The chart below is an analysis of the value to schools of different pieces of equipment. A study of this chart before selecting and purchasing equipment will be of benefit.

Climbing ropes or poles offer an opportunity for the child to develop the back, abdomen and shoulder girdle (all essential for good posture that few other playground or playroom facilities provide).

The available play area should be free from removable safety hazards, such as rocks, sticks, glass, and wire. Each group should have a definite place to play that is its own. This is necessary if the program of physical education is to contribute what it should to every child.

The younger children should be given space near the building. Older children should be placed farther away from the building so that the noise and their more vigorous activities do not detract from the games of the younger children nor bother those in the building who may be working. Adjacent grades should be placed next to each other so that for certain activities boys and girls may play together and for other types of play they may play alone with children of similar age and abilities.

Two factors must be kept in mind in planning play spacing: (1) Children of widely varied ages tend to cause discipline problems

PIECE OF EQUIPMENT	Cost	Upkeep	Accident toll	Developmental quality	Need for supervision	Amount of play space for children served
Swings	A	G	G	L	G	A
Teeter-totter	A	G	G	L	G	A
Slide	G	G	G	L	G	A
Sand box	L	A	L	A	L	L
Giant stride	G	G	G	G	G	L
Merry-go-round	G	G	A	L	A	A
Horizontal ladder	A	L	L	G	A	L
Turning poles or horizontal bars	L	L	L	G	A	L
Climbing ropes or poles	A	L	L	G	A	L
Mats	A	L	L	G	A	L
Jungle gym	G	L	L	G	L	L

Key: G—Great; A—Average; L—Little, if any

when they mix on the playground more often than when children of the same age but of different sex play together. (2) Children who do not want to play with their own age group usually need guidance for social or emotional adjustment. Often their play skills are such that they are not welcome members of their own group and are in need of special help.

Definite boundaries will encourage children in their play activities. Indoors or on a hard playground surface, deck paint can be used for permanent markings. Out of doors, lime may be used.

Temporary marking on indoor or hard-surface playgrounds may be put down with alabastine or whitewash powder mixed with paste. Such marks can be removed with soap and water and yet are permanent enough for one season's wear.

Mats should be hung where they are easily accessible for use but where they are out of the way for both safety and cleanliness when not in use. Washable mat covers aid in making this apparatus more hygienic.

If care is used in the purchase and care of balls, within a relatively short time each room will be able to accumulate a good col-

lection of play equipment. The rubber playground balls of all types have almost completely replaced leather balls on elementary playgrounds. They are less than one-half the cost of good leather balls, are more durable, are much easier to keep in repair, can be easily cleaned and are usable in all kinds of weather.



JUMPING... ROPE

Jumping ropes, balls, bats, stilts, and all playground equipment should be marked with the room number and have a special place for storage within each room. Then children should be taught care in using and in putting away their tools of play, just as they are taught use and care of other property.

Music for rhythmical activities is of great importance in the physical education program. A piano and pianist are the best source of music for this phase of the program. A good phonograph and a library of records are very usable especially if a pianist is unavailable. A few records of folk dances and children's rhythms added to the music library each year will soon develop into a rich source of pleasure for the entire school. Some schools work out a plan whereby the records for the physical education program supplement those used for music appreciation and both activities are thereby enriched. A tom-tom or drum is another excellent "music-maker" and can be of invaluable aid to the teacher in rhythmic work with children.

Stormy days when it is impractical to allow children to play outside need not curtail the physical education program. From the

physiological and psychological points of view, play activity is often more necessary at this time than on bright days when the outdoor areas are usable.

Unused classrooms, basement rooms and hallways all offer opportunities in addition to the classroom and the gymnasium for indoor play. Rows of desks placed on runners have helped solve the problem of making an indoor play area in many classrooms.

Children welcome opportunities to help work up a playroom and some interesting results have come from a tieup of physical education with art in planning wall murals of children at play.

Many teachers are using games for drill in number combinations. Teachers and children together can work out a great variety of games of this type.

Games learned at school often find their way into the home and provide fun for the entire family.

Possibly the best plan for solving the equipment problem is to work out a five- or ten-year plan for the school. Each year the item in the budget allocated to physical education can be used with the entire school's needs in view and the result will be a school where the children's play needs are met with safe, balanced, and adequate play apparatus. This tends to correct the too frequently seen condition where money is thrown away on expensive, unsafe and often little used play equipment.

Safety

The formation of habits of safety by children in their play must always concern those in charge. Children are generally daring but because of their desire to excel in the various activities they are also willing to follow directions of safety and good form in learning the various skills. Safety not only requires correct learning of skills and obeying the rules of the game, but also consideration for each other, and quick and proper responses at all times.

Skill in running, jumping, dodging, throwing, and lifting are safeguards for life.

Specific points to be remembered in making the play as safe as possible are:

1. Provision for safe walking to and from play areas.
2. Playing areas free from rocks, wires, glass, and holes.
3. Game areas arranged so that balls will be directed away from building, from other play groups, and away from streets or highways.
4. Special areas for older and younger children so neither will

interfere with the other's play. Smaller children should be close to the building.

5. Safe use of equipment, such as proper handling of bats.

Aids for Teaching

Informal grouping of children around the teacher is perhaps the most effective way of presenting material to primary children. Often the children may be informally seated in front of the teacher or, if this is inadvisable, they may stand.

From the first grade on children should be taught that the whistle means one thing only—to stop and listen. The whistle should be used sparingly. A signal of raising the hand is usually sufficient if the teacher has worked this out with the group.

After an activity is familiar to the children it need not be used by the group as a whole, but small groups can practice so that the children will gain experience in leading and in following each other. More practice for each child can be thus attained and the teacher will be free to give individual instruction where needed.

When the children reach fourth grade they can usually carry out more highly organized forms of class grouping. This makes for facility in handling the group and gives the child the experience of belonging. Definite duties that are routine to a physical education class can be carried on by these groups or squad leaders. By allowing the children to elect their leaders and these leaders (away from the other children) to select their squad members, practice can be gained in democratic living and real experience acquired. Duties that the squad leaders can very ably perform are: Serving as captains for team games, leading their groups in skill practice, arranging and caring for equipment, assuming responsibility for lighting and ventilation when playing inside, and serving as scorers or recorders when certain tests are given.

Along with teaching the rules of the game and duties of players the children should be taught how to officiate and carry on their own games and activities. This is essential if a carry over onto the playground is to be accomplished when the children have a chance to choose what they will do on their own.

Such aids as pictures, movies and slides showing correct form; diagrams showing steps in a skill progression and player positions; squad cards recording pupil progress and achievement; printed rules or directions for children to study are all avenues of presenting

physical education materials to help those students who learn more easily when they can see what is desired.

Additional aids for the teacher may be found in books, which describe various activities, suggest different approaches in presenting materials, and list supplementary materials suitable for different types of children and occasions. The bibliography supplies a list that the teacher will find helpful to supplement the outline of this course of study.

IV. AREAS IN PHYSICAL EDUCATION

The elementary school physical education program includes several different types of activities. It is important that each phase of activity be given its deserved place in the over-all physical education program so that the child's development will be uniform.

Areas defined:

- A. Games are the organized play activities for individuals, for small groups or for large groups which aid in the physical and social development of individual players.
- B. Self-testing activities are those which can be measured and scored, and which individual participants can use for self-evaluation of development and skill. This evaluation may be made with and without the use of apparatus.
- C. Rhythms are those activities which arouse the imagination and creative expression of the child in response to the stimulus of music.

A. GAMES

Group Games

Every child has the urge to participate in play activities. Thus one of the main objectives of the physical education program is to give him a knowledge of the skills in games to satisfy that urge. At the same time there must be a development of social and moral qualities if physical education is to achieve its goals.

The degree to which these social and moral factors are developed depends upon the manner in which the leader conducts the various play activities. Rules of games should be explained and followed implicitly. Those who fail to obey rules should be refused the privilege of participation in the game or should receive criticism from the group. Where adaptations must be made to fit local situations children should be taught to understand and follow the ground rules.

The success of the game depends upon the teacher's interest and effective presentation. Some of the following points are most important:

1. The teacher's enthusiasm for the game arouses the children's interest.
2. Play should be vigorous and snappy.
3. Discipline of the group should be controlled without pressure.
4. Fair play should be the paramount goal.
5. Explicit instructions for each game should be given. Always

DROP THE HANDKERCHIEF

Any number of children Playground—schoolroom
Handkerchief or any object that will remain in place

Players form a circle facing in. One player is chosen to run around the outside of the circle and drop a handkerchief behind one of the members of the circle who becomes the chaser or "it." The chaser tries to tag the runner before he can reach the space occupied by the chaser. Participants may run around, across or through the circle. If the chaser tags the runner, the latter is runner again; if not, the chaser becomes runner for the next game and is to drop the handkerchief behind another player.

BEAN BAG BACKWARD PASSING RELAY

Any number of children Playground—schoolroom
Bean bags

Alternate rows of children stand at right side of their seats. The front player in each row holds a bean bag. At a signal the leaders raise the bean bags overhead with both hands and drop them to the floor. The second players pick them up and repeat the same play. When the last players get the bags they run down the aisle to the left of the seats and take the head seats in the row after all other players have moved back one seat. The team wins which first returns the original first player of each row to the head of the line.

RED LIGHT

Grades 1-6 Any number of children
Playground

Choose one player to be "it" and have him stand at the end of the play area with back to the center. Other players are grouped at the opposite end. "It" counts up to ten rapidly, then shouts "Red Light" and turns around quickly. While he is counting, the players are running toward him and when he says "Red Light" they must stop at once and not move while he is looking at them. If "it" sees a player moving, he is to be sent back to the starting line to begin again. Then "it" turns around again and the game proceeds. The first player to reach the goal line wins the game and will be "it" next time.

INDIANS—COWBOYS

Grades 3-6—Any number may participate
Playground—gymnasium or play area thirty to forty feet square
Cardboard square or disc, one side red, the other blue

Divide the players into two equal teams naming the "reds"

Indians and "blues" Cowboys. Draw two parallel lines three feet apart in the middle of the play area. The players line up near the neutral zone, Indians on one side, Cowboys on the other. A disc or cardboard is tossed up in the neutral zone. If the red side turns up, the Indians are to run to their own goal with the Cowboys after them. All who are tagged join the Cowboys. A player may tag as many of the opposition as possible. The game is won by the side which has the largest number when the play is ended.

PRISONER'S BASE

Grades 4-6—Any number of children Playground—60 feet square
No equipment necessary

Two prisons are marked in diagonal corners each about six feet square. The group is divided into two teams, each assigned to one-half of the play-space. Individuals from each team venture into the territory of the opposing team. If the player from one team tags an opposing individual, he is taken to prison. A prisoner may be freed from prison when a member of his own side is able to enter the prison, tag him and assist him to return safely to his own territory.

A team is declared winner if it captures all of the opposing players or if a player enters the opposing prison and captures it without a guard present.

OLD HEN AND CHICKENS

The group is divided into two teams. One group is scattered over playing area. The second group lines up single file with each person putting arms around the waist of the player in front. The first person in this line holds a soccer ball. The person holding the ball kicks the ball to any spot in the play area on the signal and immediately starts running around his line as many times as possible while someone on the other team gets the ball and holds it while all his teammates line up behind him in the proper order (single file and arms around waist of person ahead).

A score is made for every complete round trip that the runner in the second group can make around his team. The game continues with the first group now doing the kicking and running.

Games for First and Second Grades

BACK BALL

The leader stands in front of the group with his back to them. With both hands he throws the ball over his head toward the group. The child who catches the ball on the fly becomes the leader and

takes his place before the group. If the ball is not caught the same leader tosses the ball again.

TOSS BALL

The children form a circle. One child stands in the center with the ball. He tosses the ball quickly to any player, who returns it. The success of the game depends upon the quick, accurate throwing of the leader in an effort to catch a player unaware. After a short time the child in the center may choose someone to take his place.

BAT BALL

The batter stands at home base. The rest of the children are at various places on the field. The batter throws or bats the ball with his hand as far as he can. Then he circles a base that is some distance behind him. The first fielder to have two hands on the ball runs with it to home base. If he can place the ball on that base before the batter gets there, he is the batter in the next game. If the batter is successful three times in succession, he chooses a child to take his place.

SOCCER DODGE BALL

One team stands on the outside of a 25-foot circle and the other within the circle. One of the teams on the outside of the circle puts the ball in play by placing the ball at his feet, ready to kick at the command to go. The team on the outside of the circle keeps the ball in play by passing or kicking it, as in soccer, trying to hit someone in the circle, thereby putting him out of the game. If a player on the outside of the circle touches the ball with his hands, he is out of the game. Should any player on the inside of the circle step outside of the circle, he also is out of the game. After the players on the inside of the circle have been put out the two teams change places and the game is repeated. The team that eliminates the other team in the shortest time wins. Should the ball stop dead within the circle, the nearest player from the outside of the circle may go after it and kick it out.

LEADER AND CLASS

All the players but one form a single line facing the leader, who stands at a short distance in front of them. He tosses the ball to each player in turn, who returns it to him. Any child who misses a good throw must take his place at the foot of the line. This procedure gives the child who needs help in the skill of catching an additional turn. If the leader misses, he goes to the foot and the child at the head becomes leader. The number of children for this game should not exceed ten.

NOTE.—In this game, as in other ball games, the following suggestions for throwing and catching will be found helpful:

Throwing: Stand comfortably with feet fairly close together, arms extended downward in front of the body, hands holding ball. Step forward with either foot, at the same time throwing the ball with a forward, upward swing.

Catching: Stand as directed above, arms in front and hands waist high, forming a basket the size of the ball to be caught. As the ball strikes hands, bend knees slightly and bring ball in close to body.



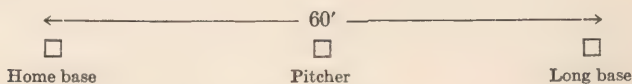
CATCHING A BALL

Games for Third and Fourth Grade

SOCCER LONG BASE

Equipment.—Soccer ball.

Field.—



Players.—6 to 20 divided into two teams.

Rules.—Every kick is a fair kick, even though it may be in foul territory. When the kicker kicks the ball, he must run to long base and either remain there or return to home base. Several players may occupy long base at once, provided there is one player to kick the ball. When there is more than one player on long base, all may return to home on a kick. Once a runner leaves long base he cannot return unless a fly ball is caught.

The pitcher delivers the ball to the batter by bowling it to the kicker.

A kicker remains at bat until he kicks the ball.

Runner is out:

1. When a fly ball kicked by him is caught.
2. When ball is thrown to long baseman and held by him on base ahead of the runner.
3. When he is tagged off base by the ball held by an opposing player.

Score.—One for each runner who gets to long base and back home safely. The side is out when three outs are made.

GUARD THE CASTLE

Equipment.—Soccer ball, volleyball or play ball—an Indian club or any other article which will stand on end not over 12" tall.

Field.—A 25-foot circle.

Players.—6 to 30.

The Game.—The players stand in a single circle. One player stands in the center, guarding the castle (Indian club). Some player in the circle throws the ball, trying to knock over the castle. The one in the center guards the castle with hands, feet or body, so that it will not be knocked over. When the castle is knocked over, the one who threw the ball becomes the guard. After the game is learned, it is interesting and more exciting to play with two balls. Also more castles and guards may be used.

SKY BALL

Equipment.—Soccer ball, volleyball or play ball.

Field.—Marked off area 25' \times 50' with a neutral area 10' wide marked off across the center.

Players.—10 to 30 divided into two teams.

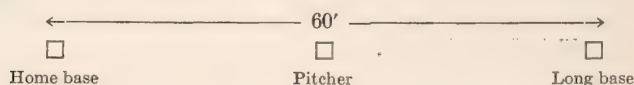
The Game.—The two teams face each other across the neutral area on the court. One player tosses the ball to the other team, throwing it high. If a player on the opposite team catches the ball before it touches the ground, he scores a point for his team. A team also scores a point when an opponent throws the ball in such a way that it falls in the neutral area or outside the playing area before being touched. A ball falling on the line of the playing area is good. The player who is able to place both hands on the ball first, throws it high to the other team. Each team is careful not to go into the neutral area. A ball caught in the neutral area does

not score a point. The game continues in this manner until five (or more) points are scored by one team. The teams then change sides and a new game begins with the losing team of the preceding game taking the first throw.

LONG BASE

Equipment.—Softball and bat.

Field.—



Players.—12 to 30 divided into two teams.

Rules.—The team in the field is scattered, except that the pitcher and catcher take their positions. The pitcher delivers the ball as in softball. The batter, on hitting the ball, runs to long base. He may remain there or he may return to home base. There are no fouls.

Batsman may be put out:

1. If struck out as in softball.
2. If the batted ball is caught by a fielder before it strikes the ground.
3. If the ball reaches long baseman at long base before the batsman touches long base.
4. A runner is out if hit by the ball on the fly from the hands of a fielder before reaching long base.
5. A runner is out if caught off the base, at any time, when the baseman has received the ball at long base.

The runner may remain on long base for any length of time, but no runs are scored until the run to long base and home is completed. When there is more than one runner on long base, all may return to home base on a hit. Once a runner leaves long base he cannot return unless a fly ball is caught.

Score one for each runner who gets to long base and back home safely. The side is out when three outs are made.

Games for Fifth and Sixth Grades

END BALL

Equipment.—Basketball, volleyball, soccer ball or play ball.

Field.—30' × 50'—larger or smaller to meet conditions.

X	O	O	X	X	O
X	O	O	X	X	O
X	O	O	X	X	O

END BALL

Players.—Two teams of 6 to 15 players each. Two-thirds of players on one team are guards and occupy one court; the other third are basemen and occupy the opposite base.

Rules.—Object of the game is for the guards to throw the ball over the heads of the opposing guards so that their basemen may catch the ball.

Rotation. Players should be numbered and rotate one position each time their team scores.

Start of the game and following each score. The game is begun by a toss up between two opposing guards at the center line.

The guards after catching the ball throw it back to their basemen. Guards may pass it between themselves. If the ball goes out of bounds, the nearest guard gets it and throws it to one of his fellow guards and the game proceeds. If it goes over the end line, the nearest baseman gets it and returns to position with it and throws it.

Fouls:

1. Stepping over the division line.
2. Taking more than one step while holding the ball.
3. Holding the ball longer than three seconds.

Scoring. One point is scored each time the basemen catch the ball legally on the fly, from one of his guards, and each time opponents foul.

Length of game. Two five-minute halves. Teams change sides at end of half.

QUADRUPLE DODGE BALL

Equipment.—Volleyball, soccer ball or play ball.

Field.—See diagram for End Ball.

Players.—10 to 30 players divided into two teams. Each team is divided into two groups; one group is placed in the end zone; the other in the opposite half of the field as guards.

Rules.—Object of the game is for a guard to throw the ball to one of his end players, who tries to hit an opponent in the center zone. The center players may pass the ball between themselves before throwing to their end players. The end players may do the same between each other before trying to hit the center players. The center players may not hit the end players. Should the ball land in the guards' territory, they may pick it up and throw it to their own end players. The hit must be a fly ball to count and must hit the player below his waist. A ball which hits one player and bounces so it hits a second player is counted as one point only.

Score. One point is scored when an end player legally hits a center player.

Fouls. Stepping into the opponents' territory is a foul and the ball is given to opponents at the point of violation.

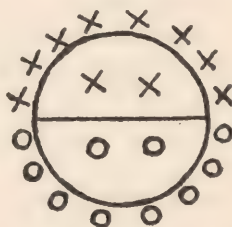
Length of game. Three-minute innings are played. At the end of an inning, the players in the end sections change with those in the center section.

Start of game. The game is started by a toss up in the center between two guards. It must be tipped and not caught on the toss up.

CIRCLE SOCCER

Equipment.—Soccer ball.

Field.—Circle, 20' to 25' in diameter depending on the number of players.

**CIRCLE SOCCER**

Players.—16 to 24 divided into two teams lined up as in the diagram with hands joined around the circle.

Rules.—The object of the game is to kick the soccer ball between the opponents under their joined hands.

Score. One point is scored for a team whenever the ball is kicked across the opponents half of the circle under the joined hands. Twenty-one points is a game or the game may be played with a time limit.

The game is started by the leader rolling the ball into the center between two opponents who try to kick it. Center players may move about anywhere inside the circle. The game is restarted in the same manner after each point. After each point the two center players go to the right end of their team on the outside of the circle. The two players on the left end of the team become the center players, all players moving around the circle two places.

Opponents score:

1. If a player steps into the circle with both feet when kicking.
2. If a player backs up and lets the ball out of the circle on his side.
3. If a player kicks the ball across his own half of the circle.
4. If the ball is kicked higher than the joined hands of the players where the ball went through.

Dead ball: When the ball goes out of bounds, the player on whose right it went out throws it to the circle. The leader starts the game again by a roll-in.

KICK BALL

Equipment.—Soccer ball.

Field.—Softball diamond (base lines, 35').

Players.—10 to 30 divided into two teams.

Game.—The game is played according to the rules of softball, with the following exceptions and additions:

When a player comes to bat, he places the ball on the ground by the side of home plate (he cannot tee the ball up) and then kicks the ball into the field of play. He attempts to run the bases as in softball, and the fielders attempt to put him out. Until the ball is kicked, no player in the field may come nearer than fifteen feet to home plate except the catcher, who must stay out of the diamond until the ball is kicked. The batter or base runners may be put out by the same methods as in softball, and also by the three following methods:

1. The batter is out if he kicks a foul ball. If the batter misses the ball entirely with his foot, no play is counted and he takes another try.

2. A base runner is out if he leaves his base while the ball is at home plate during the time that the batter prepares to kick. He must stay on his base until the ball is actually kicked. If the batter misses the ball, the base runner is not out for leaving his base, but must return and wait for the kick.

3. If a base runner is off a base that he is entitled to hold, he may be put out by a fielder holding the ball and touching home plate. In case of a forced run, all runners are out who have not reached their bases when the ball is held at home plate. The runner is entitled to overrun first base.

NEWCOMB VOLLEYBALL

Equipment.—Volleyball, soccer ball or play ball.

Field.—Volleyball court 25' x 50', net 6'6".

Players.—10 to 30 divided into two teams.

Game.—The players of a team line up on their side of the net, facing the net, in three lines, the front line, the center line and the back line. When "Side Out" is called on opponents the players rotate one place as follows: The front line moves one place to the right, the player on the right end of the front line moves back to the right end of the center line, the center line moves one place to the left and the player on the left end of the center line moves back to the left end of the back line, the back line moves one place to the right and the player at the right end of the back line moves to the left end of the front line. The player moving into the place at the right end of the back line becomes the new server for that side.

At the beginning of the game the leader gives the ball to one side to start the game by serving the ball. The player at the right end of the back line is the first server for that side. He stands back of the back line and serves the ball by batting or throwing the ball over the net into the opponents' court. On the serve the ball cannot be touched by another player before going over. A server may have a second try, if necessary, at the beginning of the term of service. Otherwise, only one try is allowed. A server continues to serve until that side fails to score; then the serve passes to opponents. If a served ball touches the net, then drops over into the opponents' court, it is a "net" service and is always served over.

A ball, except a service, striking the net and dropping over, is still in play. A ball, except a service, may be recovered from the net if the player avoids touching the net or stepping over the center line.

In playing the ball from the opponents' service or the opponents' return, the ball may be caught in the hands and arms and thrown or it may be batted with the hands. The ball may be played by any number of players before being returned across the net into the opponents' court, provided it is not played more than twice in succession by the same player. A player catching the ball shall not hold it more than five seconds (count 1-2-3-4-5) before playing it. The player may throw the ball and catch it once, or may toss it to another player, or may toss it over the net. It cannot be handed to another player.

While the ball is in play, a player must not reach over the net, touch the net, or play out of position.

"Point" shall be called, the serving side scoring, when the receiving side allows the ball to fall within its court, or fails to return the ball legally to the opponents' court.

"Side Out" shall be called, no score being made, when the serving side fails to win its point by allowing the ball to fall within its court, or fails in service, or plays the ball illegally.

The game shall consist of two five-minute halves. For the second half, teams shall change sides and the side that served first in the first half shall receive.

Games for Seventh and Eighth Grades

MODIFIED VOLLEYBALL

Use the Official Volleyball Rules. The following modifications are suggested:

More than the official number of players on a side may be used.

The size of the court may be decreased to suit the ability of the players.

The net may be lowered to suit the ability of the players.

SOFTBALL

Use the Official Softball Rules. The following modifications are suggested:

More or less than the official number of players on a side may be used.

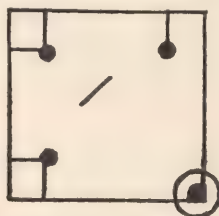
Variation in the length of base lines and pitching distance may be made to suit the ability of the players.

SOCCER HIT PIN

Equipment.—Soccer ball (or softball), four Indian clubs, or other objects which will stand on end.

Field.—Softball diamond with an Indian club on each base.

Players.—Players—divided into two teams.

**SOCCER HIT PIN***Rules.*—

1. Object of the game—to score runs by player who kicks a fair ball, tags each base without knocking over a pin. Thus he scores a home run.
2. Ball, when kicked fair, must be thrown to first, second, third, and home in an attempt to put the runner out.
3. If fielders or basemen interfere with runner, a score is made.
4. To put a runner out, pins in order must be knocked down by a baseman with the ball. A pin knocked down ahead of the runner automatically puts him out.
5. Pitcher must have both feet on plate when he bowls.
6. Pitcher must bowl the ball to the kicker.

Strikes are called:

1. When ball which lands on line or inside forward half of circle is missed by kicker.
2. If kicker fails to stand on one foot within circle when kicking.
3. If kicker fails to kick at fair bowl.
4. If kicker misses a fair bowl.
5. For foul balls, until kicker has two strikes.

Outs:

1. Always on third strike.
2. A placed ball kicked foul by kicker. (NOTE.—After four balls have been called on pitcher, kicker places the ball in the circle and kicks it.)
3. If Indian club at home is knocked down by kicker or pitcher.
4. If fair ball knocks down Indian club before striking ground.

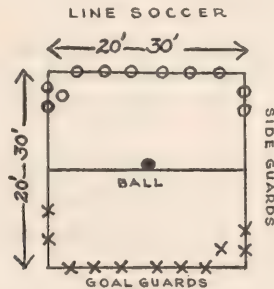
Runner is out:

1. On a caught fly, fair or foul.
2. If hit by fair ball at home before it touches the ground.
3. If he knocks down any Indian club.
4. If any club just ahead of him is knocked down by the base-men.
5. If he does not touch all bases in order.
6. If he interferes with any player or the ball.
7. If he runs inside the diamond in front of any club.

LINE SOCCER

Equipment.—Soccer ball.

Field.—



Players.—12 to 30 divided into two teams and lined up as in diagram.

Rules.—The lines where the teams line up are called goal lines. The players standing on the goal lines are known as goal guards. The other lines are side lines, where the side guards stand. On each side line, two players from each team act as guards to keep the ball in play. Place a ball in the center of the field. Station one of the goal line players called the runner, in the righthand corner of his playing field just in front of his goal line. The object of the game is for these two players of each team to kick the ball through the opponent's line of players. The ball must not go higher than their heads.

At the signal to go, the runners run forward and try to kick the ball across the opponent's goal. At the same time they attempt to guard their own goal line. The runner should dribble the ball around his opponent, and maneuver it fairly close to his opponent's goal line before attempting to kick it through. A long kick usually does no good and merely gives the ball to the other team.

The duty of the goal guards is to stop the ball. The goal guards may stop the ball with their hands, bodies, or feet, but they may not advance it in any manner. It is the duty of the side guards to keep the ball from going out-of-bounds. They may stop it with their hands, bodies, or feet. If the ball does go out of bounds on the side line, the player nearest to it should return it to the side line, and pass it in so that it will roll between the two runners. It is then the duty of the runners to advance it and make the score.

Each time a runner is successful in kicking the ball through his opponent's goal line, two points are scored for his team. If one of the goal keepers kicks the ball through the opponent's line, no score is allowed. One point is scored for each successful free kick which is allowed after a foul is made.

Fouls: It is a foul if:

1. The runner touches the ball with his hands.
2. A goal keeper or line man advances with the ball in his hands.
3. A player pushes, holds, shoves, or blocks an opponent.
4. The ball is kicked over the heads of the opposing line men.
5. The goal guards play in the center area.
6. A goal guard throws the ball.

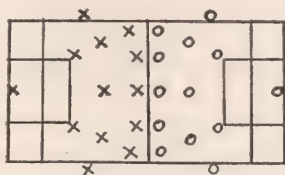
Penalty: If a foul has been committed, the runner on the opposite side is given a free kick from the center of the field. The opposing runner must stand to one side and not interfere in any manner, but the goal guards may attempt to stop the free kick and thus prevent a score.

Method of Rotation and Changing of Runners: After a score has been made, or at the end of two minutes of playing time if a score has not been made, the players should rotate one place to the right. The runner should take the place of the right guard who is standing nearest the goal line. The guard who was standing there moves to his right and occupies the place of the second side line guard. This second guard moves clear across the square to the opposite side line, where he takes the place of the second guard on the left side line. This guard moves one place to his right, taking the place of the left guard who was standing nearest the goal line. This guard steps on to the goal line and becomes one of the goal guards. Each goal guard moves one place to his right, and the goal guard who was standing on the right end of his line becomes the next runner.

MODIFIED OR SCHOOL YARD SOCCER

Equipment.—Soccer ball.

Field.—90' x 35'.



SCHOOL YARD SOCCER

Players.—26—two teams lined up as in diagram.

Rules.—Same as regular soccer rules except for the four additional players along the side line. These players keep the ball in bounds. They may kick it or stop it with hands and then kick it in. The player in the part of the field where the ball went out puts it into play, irrespective of who kicked it out.

CENTER BASKETBALL

Equipment.—Basketball, centered goal on top of 10' standard.

Court.—Circle 25' in diameter.



CENTER BASKET BALL

Players.—Two teams 12 players each. Six forwards, 6 guards. The forwards play on the outside of one-half of the circle and the guards of the same team play inside the other half of the circle.

Rules.—The object of the game is to throw the ball from a guard to a forward who shoots for the goal in the center of the circle.

Play.—The game starts with a toss between two goal guards, who step across the center line for this one play then return to their own half of the court. The guard attempts to get the ball to his forwards

who try for the goal. Guards take turns in jumping for the toss up. After each goal is made the ball is tossed up between two guards.

Fouls:

1. Stepping over the line.
2. Holding ball more than 3 seconds.
3. Taking ball away from another player.
4. Walking with the ball.

Penalty.—Free throw for opponents.

Scoring.—One point for each goal made.

Length of Game.—Ten-minute halves. At end of half, guards and forwards in each half of court change places.

Relays

Elementary school children like races. Little stimulation is needed to encourage this activity which furnishes constant opportunities for the child to practice good citizenship, obedience to the rules of the race, and sportsmanship.

All relays should have the same starting signal. The word "Go!" by the teacher is found satisfactory. The whistle is reserved for calling the class to attention and should mean absolute silence.

There should also be a definite position at the finish, such as all sitting down in the formation (single file, two by two, or other) used in starting the race.

Safety should always be a first consideration. For example, there should be no obstruction in the path of runners. A wall should not be used as a goal to tag in a relay. Children should run around an object such as a chair or cross a line. Children should not be allowed to run too far at one time, for they often overestimate their endurance. The teacher can alternate active relays with less active ones.

Recommended maximum distances for active relays for the various grades are:

First and second grades.....	10 yards
Third and fourth grades	15 yards
Fifth and sixth grades	20 yards
Seventh and eighth grades	30 yards

The relay should be clearly understood by all contestants. The teacher's explanation should be brief with a demonstration by one group if that seems advisable.

There should be an even number on each team. If not, a designated person in the smaller group can run twice.

Relays present a suitable situation for inactive children to aid as assistants in overseeing the relay and in getting out equipment or storing it after use.

Relays provide active enjoyment for large groups of children, but a team should not have less than six or more than twelve children. It is better to have more teams than to have too many on each team.

There are all sorts of relays that require no equipment as well as hundreds that require simple equipment such as bean bags, books, wands or sticks, ropes, crumpled paper or blocks of wood (about two inches square).

A few popular relays are given. All can be adapted for playground, gymnasium, or schoolroom play. In all the following races, variations can be attained by substituting skipping, hopping, and so on for running.

Interest can be added by substituting a little stunt at the spot where returns begin. These stunts can be shaking hands with a child waiting there, wringing the dishrag, bowing or jumping a set number of times.

First and Second Grades

SKIP TAG

The teams line up single file behind a starting line. On the signal each child in turn skips to the goal, returns, tags the next in line and goes to the end of the line.

BEAN BAG PILE

The children sit in their regular classroom seats. Each is provided with a bean bag. On the signal each child in turn runs with a bag to a designated spot and drops it there, and then in the same order as before each in turn retrieves a bag.

If this relay is outdoors or in the gymnasium, the children may sit on the floor or line up behind the starting line as for skip tag.

This race can be played with only one bean bag for a team. In that case the depositing and retrieving is done alternately.

Third and Fourth Grades

PUSH BALL

The players line up in the usual order behind the starting line and on the signal one at a time pushes a ball with a wand or stick to a designated goal and returns, and then the next goes, and so on.

The stick should be smooth like a broom stick. The object pushed may be a ball, a dumbbell, a barrel hoop, a bicycle wheel, a tin coffee can, or a small box that will stand rough use.

Hands and feet must not be used to propel the object. The object must be pushed and not hit.

RESCUE RELAY

One player is at a designated goal opposite his team. This person may either sit or stand. On the signal each member in turn runs to this spot and exchanges places with the one who is there. The last runner brings him back by joining hands and returning together.

Fifth and Sixth Grades

SHUTTLE RELAY

Half of each team lines up single file at opposite ends of running area, facing each other. On signal, the first person at one end runs and tags the first person at opposite end who runs and tags number two in opposite line, and so on until all have run the required distance and also exchanged places.

If desired, they can repeat the shuttling or running back and forth until all players have returned to their starting positions.



THROWING A BALL

BALL THROW

In a relay such as this where a special technique is involved the special technique should be practiced correctly before it is used in the relay. Here the technique is proper handling of the ball.

In catching a ball the impact of the ball should be on the palm. If the ball comes high, the fingers are pointed upward. If the ball comes low, the fingers are pointed downward. The arms give or move towards the body, thus helping to ease the force of the coming ball.

For this relay any ball is usable, such as a basketball, volleyball, or softball.

Each team lines up in two equal parallel lines facing each other and about eight feet between the two facing lines.

At the signal the ball starts at one end by that player throwing the ball to the player opposite and so on all the way down and back.

For variation the ball may be bounced instead of thrown.

Another variation (and for this an even number of persons on the teams is not required) is to make a certain number of passes, such as 50 or 100.

Seventh and Eighth Grades

CHINESE RELAY

The team lines up in threes, preferably two taller people with a small one between. The middle child faces backwards. All three hold to each other firmly by hooking arms at the elbows. At the signal all three run to the opposite end and return, tagging one of the next three, and so on. The outside children must regulate their pace to that of the one who must run backwards.

OVERTAKE RELAY

This relay is better for two teams. If there are more than two teams, then two can run at a time, with winners running against each other as a final event.

In this relay the two teams form a square or rectangle, with each team making two sides of the square or rectangle. The following diagram illustrates this square and running order of the players:

7	8	9	10	11	12	13	14
6							1
5							2
4							3
3							4
2							5
1							6
14	13	12	11	10	9	8	7

The players run around the square in the same direction, trying to overtake each other, numbers one starting and others following in order.

The race ends when a member of one team is able to overtake and tag a member of the other team. If no one is tagged by the time all have had their turn, the race is a tie.

Original relays can be devised by the teacher and pupils using other activities, such as running backwards, running or skipping by twos. For advanced grades some of the simple acrobatic stunts can be used in a relay. For further interest other available equipment can be used, such as goals for goal shooting, hurdling over Indian clubs, weaving around objects, going over or under suitable hazards. Skills in activities should not be sacrificed for speed.

Games Suitable for Rainy Day Play and Recreational Activities

The recreational activities herein listed are not to be considered as suitable for taking the place of more vigorous, big muscle activities of the physical education program. However, there are times when quiet games are needed, such as

- a. When weather or other conditions make it impossible to play outside or in the gymnasium.
- b. When children need games that they may play alone or in small groups for quiet play at home as well as at school.
- c. When activities are needed for children either temporarily or permanently under par and unable to take part in the regular program of physical education.

Activities that might be included in this list are:

- | | | |
|-----------------|---------------------|------------------|
| a. Hop scotch | f. Kites | k. Tether ball |
| b. Stilts | g. Checkers | l. Table tennis |
| c. Jumping rope | h. Chinese checkers | m. Suction darts |
| d. Marbles | i. Box hockey | |
| e. Jackstones | j. Puzzles | |

Many of these games and activities are stressed in summer recreation programs. Rules and suggestions for construction and play may be secured for these activities through the National Recreation Association, 315 Fourth Avenue, New York. The cost is nominal.

On many playgrounds such diagrams as hop scotch are painted on protected areas where small groups of children may enjoy activity in free time or while waiting for a larger group to assemble for play. Such markings or designated areas tend to suggest to the children ideas of enjoyable playtime activities and help to answer the age old question of "What shall we play?"

B. SELF-TESTING ACTIVITIES OR STUNTS

Stunts are self-testing activities which hold a large amount of interest for children. They like to test their abilities against each other and also to improve their own performance. Many stunts may be practiced and used outside of the class period and so become a source of pleasurable activity at various other times and places. They require little space or equipment and have simple rules.

Stunts should be of short duration and not too complicated. They should take up only a part of the regular period of physical education. They are better taught in an informal manner and may be used in any size of class. It may be better to divide a large class into smaller groups for this work, with a pupil leader in charge of each group especially in the upper grades.

The learning and use of stunts will help to develop the skillful use of the body as a whole. The finer coördinations, strength, agility, balance, rhythm, courage, perseverance and self-confidence are all needed in these activities. All of these qualities are factors for good health, good posture and good living.

Care should be taken to teach stunts that are within the range of possibility for the individual so that he experiences the joy of accomplishment. Safety in working on stunts is important. The teacher should become thoroughly familiar with a stunt before teaching it, and so be able to provide ahead of time for any safety measures needed.

The stunt should be clearly explained to the pupils before they attempt it. Care must be taken that the environment is conducive to safety. The floor and playground should be level and free of obstructions. Children should be taught to keep away from walls, trees and fences. "Spotters" should be provided for stunts in which there is danger of falling from a height. Forward and backward rolls should be done on mats or other soft surfaces or on the grass. Mats should be provided for tumbling stunts.

The stunts outlined here require very little apparatus. If apparatus is desired two of the best and most useful pieces are the turning or horizontal bar and the climbing rope or pole. These may be erected out-of-doors or inside if the ceiling is high enough.

Many of these stunts may be used for competition between two or more of the pupils and thus add interest to the work. It is fully as important, however, to develop in the individual pupil a desire to surpass his own achievement and help him to learn the value and habit of self-improvement.

Some of the stunts presented here will prove to be interesting and useful at more than one age level and should be so used. However, it is definitely suggested that a stunt herein listed should not be taught in any grade below the one for which it is designated. The stunts have been chosen and placed in the grades so as to form a progression in skills. They may well be reviewed in higher grades but should not be taught before they appear in the outline.

If additional stunts are desired they may be found in the references given. Another excellent source is the ingenuity and initiative of the pupils in proposing different stunts or variations of the ones presented in this list.

First and Second Grades

FORWARD JUMP

Stand on a line with the feet slightly apart and jump forward landing on the toes of both feet with knees slightly bent.

FORWARD JUMP ONTO ONE FOOT

Stand on both feet. Jump forward and land on one foot.

FORWARD HOP

Stand on one foot and hop forward landing on the same foot.

BACKWARD JUMP

Stand on both feet and jump backward landing on both feet.

JUMP AND TURN

Stand on both feet, jump upward making a quarter turn and land on both feet. This may be increased to a half turn.

ELEPHANT STAND

Stand with feet together with knees straight and bend forward placing both hands flat on the floor.

CAT WALK

Bend forward and place both hands on the floor. Walk forward lightly on the hands and toes.

DUCK WADDLE

Bend the knees deeply, place the hands on the knees and walk forward in this position. This may be varied by hooking the thumbs in the arm pits and raising the elbows sideward.

RABBIT HOP

Bend the knees deeply and place the hands on the floor in front of the body. Move the hands forward and jump forward with the feet.

ELEPHANT WALK

Bend forward and clasp the hands together with arms hanging downward. Walk forward keeping the legs straight and swinging the arms from side to side.

CORKSCREW TOE WALK

Bend down and pass the hands back of the legs and between them and take hold of the toe of the shoes. Walk forward in this position.

HEEL AND TOE WALK

Place the heel of one foot in front of and against the toe of the other foot. Walk forward on a straight line by successively placing the heel of one foot against the toe of the other foot.

SIT UP

Lie flat on the back with legs extended and arms folded on chest. Raise the trunk to an erect sitting position without using the hands or lifting feet from the floor.

TURK STAND

Sit on the floor in a cross-legged position with arms extended, shoulder high. Rise to a standing position without losing balance.

CRAB WALK

From a squat position reach backward and put both hands flat on the floor without sitting down. With head and body in a straight line, back toward the floor, walk forward and backward on hands and feet.

HORSE TROT

Bend down and place both hands on the floor in front. Bear the weight on the hands and feet, face downward. Walk forward advancing the right hand and left foot at the same time, then advance left hand and right foot together. Gradually increase the speed of movement.

PONY RACE

Bend forward and place both hands on the floor in front. Bear the weight on the hands and feet. Walk forward advancing the right hand and right foot at the same time, then advance the left hand and left foot together. Gradually increase the speed of movement.

Third and Fourth Grades**WORM WALK**

Support the body on the hands and feet with the body facing the floor. Keep the feet still and walk forward with the hands as far as possible. Then keep the hands still and walk forward with the feet until they are near the hands. Repeat.

ROCKING CHAIR

Lie face downward. Catch hold of the ankles with the hands. Rock backward and forward. Keep the chin up.

ROCKING STAND

Sit on the floor with the knees drawn up close to the chest and feet flat on the floor. Place the hands on the knees. Rock backward until the feet are off the floor. Then rock forward until the weight is on the feet.

WALRUS WALK

Lean forward and place the palms of the hands on the floor with the body fully extended, weight on hands and toes. Travel forward on the hands dragging the toes.

HEEL CLICK

Stand on both feet. Spring into the air and click the heels together before landing. Try clicking twice while in the air.

CIRCLE WALK OR COFFEE GRINDER

Support the body on the right hand and feet with body extended and straight. Walk around the right hand in a circle keeping the body in a straight line.

HALF TURN JUMP

Stand with both feet on the floor and spread slightly apart. Jump into the air and make a half turn before the feet strike the floor so that the pupil is facing in the opposite direction.

LONG REACH

Stand with toes on a line. Bend forward placing hands on the floor and move hands forward as far as possible without letting the body touch the floor. Then reach forward and make a mark on the floor. Measure the distance from the toes to the mark.

BACKWARD JUMP

Stand with both feet on a line. Jump backward landing on both feet. This may be varied by landing on one foot.

BACKWARD HOP

Stand on one foot. Hop backward landing on the same foot.

HEEL SLAP

Jump high into the air and bending the knees, raise the heels behind the body. Slap the heels with the hands before landing.

BALANCE STOOP

Stand erect with heels together. Put hands behind the back and clasp one wrist with the other hand. Keep the trunk erect and bend the knees without losing balance until the fingers touch the floor.

CROSS-LEG STAND

Fold the arms in front of the body. Cross one foot over the other and sit down. Stand up without losing balance or unfolding arms.

THE BIG STAND

Lie flat on the back, legs extended and arms folded across the chest. Stand up without unfolding the arms or using the elbows.

CORKSCREW HEEL WALK

Stand with feet spread a few inches apart. Bend forward and pass hands between the legs from the front grasping the heels from behind. Walk forward.

EGG CUP

Sit on the floor with feet drawn up close to the body. Grasp right toe with right hand and left toe with left hand. Rock back on hips and extend legs without letting go of the feet. Balance in this position. Return to first position.

DONKEY KICK

Lean forward putting both hands on the floor. As the hands strike the floor spring up with feet, kicking upward and backward. As the feet come down push upward with the hands and come to a standing position.

BEND AND REACH BACK

Spread the feet apart. Bend forward and reach back between the legs making a mark on the floor or ground as far back as possible without moving the feet.

KANGAROO HOP

Take a squat position with arms folded across the chest. Spring as far upward and forward as possible and land on both feet letting knees and ankles flex to absorb the jar and coming to a squat position. Continue.

Fifth and Sixth Grades**SWING STAND**

Kneel on the floor with body erect. Reach the arms backward, then swing them forward vigorously and rise to a standing position without changing the position of the feet on the floor.

JUMPING JACK

Take a squat position, feet close together and cross the arms in front. Spring upward and land with feet spread well apart and at the same time fling the arms out and up to a diagonal position above the shoulders. Return to the first position and continue.

KNEE DIP

Stand on right foot and grasp left ankle with right hand behind right leg. Bend right knee and touch left knee to the floor and return to standing position without losing balance.

DUTCH JUMP

Stand with feet spread slightly apart and knees slightly bent. Spring into the air raising both legs forward, knees straight, and touch the toes with the hands.

SIDE SQUAT REACH

Stand with the sides of the feet to a line, placing the left heel about six inches in front of the right foot. Stoop down and passing the right hand between the legs place a mark on the floor as far to the left as possible without losing balance.

ONE LEG BEND

Stand on one foot raising the other leg forward with knee straight. Raise arms sideward for balance. Bend the knee of the supporting leg to a sitting position on the heel and return to the standing position without losing balance.

HEEL AND TOE JUMP

Bend down and grasp the toes with the hands. Jump backward without releasing the toes. Jump forward in the same way.

ELBOW STAND OR TIP UP

Stoop down and place the hands flat on the floor about shoulder width apart. Rest the knees against the elbows and lean forward and balance on the hands.

HAND SLAP

Stoop forward placing the hands on the floor with weight on hands and feet, back flat. Push up from the floor with the hands and clap them together before they return to the floor.

PUSH UP

Place the hands on the floor in front of the body with the weight resting on hands and toes, body straight. Bend the arms and touch the chest to the floor. Then immediately push up till arms are straight. Repeat several times.

FORWARD ROLL

This should be done on a mat or grass. Stand with the feet slightly apart. Lean forward, bending knees, and place the hands on the floor near the feet about shoulder width apart. Tuck the

**FORWARD ROLL**

head under so the chin touches the chest. Push forward with legs taking the weight first on the hands, then on the shoulders and back. Keep the back rounded and roll over to a sitting position. With practice the pupil should be able to roll fast enough so that he can come up to a standing position again.

BACKWARD ROLL

From a standing position, stoop to a squat position, then roll backward keeping the head bent forward. As you roll backward draw the knees up to the chest and continue to roll backward until the feet are on the ground and rise to a standing position. Use the hands in completing the roll.



BEAR HOP

Assume a squat position on one foot, first raising the other leg forward. Spring upward and change the position of the feet, keeping the back straight and the arms extended forward to maintain balance. Continue to alternate the position of the feet.

CART WHEEL

Raise the right leg and right arm sideward and upward. Bend sideward to the right letting the right foot strike the floor first, at the same time raising the left leg and arm sideward and upward. Continue leaning to the right until the right hand touches the floor. As the right hand touches the floor, throw both legs upward and bring the left hand to the floor beyond the right hand. Continue on over letting the left foot and then the right foot come to the floor in a standing position. Start with a short run and keep the body in a perpendicular position when resting on the hands. This may be done to the left by reversing the order in which the hands and feet are used.

BACK TO BACK STAND UP

Two pupils sit back to back and link elbows. From this position they rise to a standing position with elbows still linked. Draw feet up close to the body and push against each other. Without changing position sit down and repeat.

HEAD BALANCE TRICK

Sit on the floor in an erect position, arms folded on chest. Balance a book on the head. Stand up without the book falling from the head.

Seventh and Eighth Grades**WIGGLE WALK**

Stand with the feet slightly apart and the toes turned outward. Raise the left heel and right toes and pivot to the left bringing the toes together in a pigeon-toed position. Raise the right heel and left toes and pivot to the left bringing the heels together. Continue moving to the left. Reverse the movement and go to the right.

JUMP STICK

Hold a stick by the fingers of both hands with hands about shoulder width apart. Jump upward, drawing the knees up to the chest and pass the stick backward under the feet. When this has been learned, try holding the stick back of the body and passing the stick forward under the feet on the jump.

FINGER JUMP

Lace the finger tips together in front of the body, arms fully extended. Jump upward raising the knees to the chest and pass the hands backward under the feet keeping the fingers of the two hands in contact with each other. With laced fingers behind the back, jump backward through the hands.

FULL TURN JUMP

Stand with feet slightly apart. Jump upward and make one complete turn so as to land in the original position. Maintain balance without moving the feet after landing.

THREE FORWARD HOPS

Mark a starting line on the floor and hold a piece of chalk in one hand. Hop forward as far as possible and make a mark on the floor at the front of the toe. Make a second hop from where you are standing and mark the toe position. Make a third hop and mark. If the foot is moved or the balance lost after landing, start over again.

SIDE HOP THRUST

Take a squat position on the right foot and extend the left leg sideward. The trunk should be erect and the hands on the hips. Hop up and reverse the position of the feet, coming to a squat position on the left foot and extending the right leg sideward. Continue.

DWARF OR KNEE WALK

Take a kneeling position and grasp the feet with the hands behind the body. Raise the feet from the floor and walk forward on the knees.

KNEEL AND STAND

Stand and clasp the hands behind the back. Bend down touching the knees to the floor. Then rise to a standing position without separating the feet.

HORIZONTAL BALANCE

Stand on one foot, raise the arms sideward and extend the other leg backward at the same time bending forward at the hips until the trunk and raised leg form a straight line parallel to the floor.

WALL JUMP

Stand about 12 inches from a wall facing it. Place one foot in contact with the wall about 10 inches above the floor.

Stand with one side to the wall and place the outside foot against the wall bending the knee and in front of the inside leg. Spring

from the inside foot and jump over the other leg without the raised foot losing contact with the wall. Start with the foot against the wall only a few inches above the floor. With increased practice and skill it can be raised higher.

FOOT THROW

In the standing position hold a ball between the feet on the floor. Spring from the floor throwing the feet upward and backward in such a way as to toss the ball up in the air and catch it as it comes down.

PULL THE HANDS APART

One pupil stands with his fingers touching in front of and close to his chest. Another pupil stands facing him and taking hold of the first pupil's wrists tries to force his fingers apart.

SIDE HOP THRUST

Partners face each other and clasp hands of partner. As one partner squats and extends right leg, the other squats and extends his left leg, doing it in unison so that both legs are extended in the same direction at the same time.

ROCK YOUR PARTNER

Partners of the same height stand back to back. They reach back and link elbows. A leans forward and B leans backward resting on A's back and at the same time pushes off the floor with his feet. As A bends forward he pulls B up onto his back and B raises his legs and bends his hips. Then A straightens up and B returns to a standing position. The action is then reversed.

ROLL OVER THE BACK

Partners of the same height stand back to back with elbows linked. When the signal is given A bends his body forward and B leans backward. As A pulls B up onto his back, B raises his knees to his chest and rolls up onto A's back, and continues to roll until he comes to a standing position facing A.

C. RHYTHMS

Fundamental Movements and Creative Activities

Rhythmic activity is the action of an individual or a group to the rhythm of a rhyme; to the clapping of hands; to the beat of a tom-tom or drum; or action to a tune played on any available instrument; or to words sung. It is a natural and wholesome means of self expression from babyhood to old age. It aids in poise, in

learning to work with a group, provides pleasurable exercise, and is a valuable teaching aid in the appreciation of games, of music, and of the life of people of our own country and other lands.

Fundamental rhythms involve the basic natural movements of walking, running, skipping, sliding, hopping and jumping.

Younger children enjoy singing games. They like to imitate animal movements, and all sorts of real and imaginary persons as well as inanimate things. Stories and poems can be dramatized in rhythmic activity. Often, interest in rhythm can be aroused by using a familiar activity such as rope skipping and ball bouncing and doing it to music. Some of the Strauss waltzes as well as many other waltzes are excellent music for this.

Children can be led to create movements to rhythms and often achieve interesting combinations of natural movements.

There are many traditional folk games that never grow old.

Rhythmic activities lend themselves admirably as demonstration numbers for special programs.

Rhythms and folk games taught in the lower grades can well be used in advanced grades for either review or as new material.

In the following list are some of the best loved rhythmic activities for elementary school children.

Singing Games and Folk Dances

NAME	Techniques involved								Formation	Nationality	Record	Reference
	1	2	3	4	5	6	7	8				
London Bridge	×								Walk Skip	English	V 20806	N. M. H., Bk. I, p. 4
Farmer in the Dell.....	×								Walk	English	V 21618	N. M. H., Bk. I, p. 28
Mulberry Bush	×								Skip	English	V 20806	N. M. H., Bk. I, p. 38
Did You Ever See a Lassie.....	×								Walk	Scotch	V 21618	N. M. H., Bk. II, p. 54
Skip to My Lou.....	×								Skip	American		N. M. H., Bk. II, p. 124
I See You	×								Skip	Swedish	V 20432-6	N. M. H., Bk. II, p. 125
A Hunting We Will Go.....	×								Skip	English	V 22356 22759	N. V. H., p. 100 J. F. D., p. 286
Oats, Peas, Beans.....	×								Walk Skip	German	V 20214A2	N. V. H., p. 102
The Muffin Man.....	×								Walk	English	V 20806	N. M. H., Bk. II, p. 72

SINGING GAMES AND FOLK DANCES—CONTINUED

NAME	Techniques involved								Formation	Nationality	Record	Reference
	1	2	3	4	5	6	7	8				
Looby Lou	×								Single circle	American	V 20214	N. V. H., p. 86 S. F. D., p. 259
Indian Dance							×		Single circle	American	V 22144	N. V. H., p. 130 S. F. D., p. 250
Jolly Is the Miller							×		Double circle	English	V 20214	N. V. H., p. 132
Danish Dance of Greeting							×		Single circle	Danish	V 20432	N. V. H., p. 99 S. F. D., p. 243
Yankee Doodle							×		Circle	American	V 22760A3	N. M. H., Bk. II, p. 58
Chimes of Dunkirk							×		Double circle	French	V 21618	N. V. H., p. 98
Folk Dance							×		Single circle	Czech		N. M. H., Bk. IV, p. 16
May Pole							×	×	Circle	English	V 20990B	B-1, p. 66
Little Dutch Mina							×	×	Circle	Dutch		N. M. H., Bk. IV, p. 166
Hansel and Gretel							×		Circle of couples	German	V 21620	N. V. H., p. 178

SINGING GAMES AND FOLK DANCES—CONTINUED

NAME	Techniques involved				Formation	Nationality	Record	Reference
	1	2	3	4	5	6	7	8
Bleking						×		
					Single circle	Swedish	V 20989	N. V. H., p. 218 S. F. D., p. 238
Nixie Polka								
					Single circle	Swedish	V 21685	N. V. H., p. 134
Pop Goes the Weasel								
					Circle of columns of couples	American	V 20151	N. M. H., Bk. III, p. 108 N. V. H., p. 185
Paw Paw Patch								
					Columns of couples	American		N. M. H., Bk. IV, p. 2 S. F. D.
Virginia Reel								
					Column of couples	American	V 29447	N. M. H., Bk. V, p. 29-138
Handkerchief Dance								
					Circle	English		N. M. H., Bk. V, p. 154
Come Let Us Be Joyful								
					Circle of threes	German	V 20448	N. V. H., p. 336
Ribbon Dance								
					Column of couples	English	V 21619	B-2, p. 302
Dutch Couple								
					Circle of couples	Dutch	V 22761	N. V. H., p. 176
Ace of Diamonds								
					Double circle	Danish	V 20989	N. V. H., p. 258

SINGING GAMES AND FOLK DANCES—CONCLUDED

NAME	1 3 5 7				Techniques involved	Formation	Nationality	Record	Reference
	2	4	6	8					
Norwegian Mountain March.....	×	×	×	×	Step, step Run, run	Diamonds of threes	Norwegian	V 17160	N. V. H., p. 264
Minuet	×	×	×	×	Step, step Step, point	Column or circle of twos	French	V 20990	S. F. D., p. 261
Girl I Left Behind Me.....	×	×	×	×	Square dance	Couples	American	C 633140F	N. M. H., Bk. VI, p. 29 N. V. H., p. 342
Sicilian Circle	×	×	×	×	Drugging run	Double circle	American	V 20659	N. V. H., p. 266
Bean Setting	×	×	×	×	English run	Column of three couples	English	V 20640	L
Tarantella	×	×	×	×	Run	Column of couples	Italian	C A3062	B., p. 82
Irish Jig	×	×	×	×	Jig	Couples	Irish	V 21616	B., p. 76
Captain Jinks	×	×	×	×	Walk Skip	Single circle	American	V 20639	N. M. H., Bk. VI, p. 88

Key—Records: Victor, V; Columbia, C.

Books: Burchenal, Elizabeth: "Folk Dances and Singing Games," B-1; "Dances of the People," B-2; In Salle, Dorothy: "Rhythms and Dances for Elementary School," L; Nelson and Van Hagen: "Physical Education for Elementary Grades," N. V. H.; New Music Horizons: State Music Text, N. M. H.; Salt, Fox, Douthett and Stevens: "Teaching Physical Education in Elementary Schools," S. F. D.

D. REST AND RELAXATION

Physical education, if it is to aid the boys and girls in the total development and mastery of their bodies, has an obligation to teach the fine art of relaxation. The process of carrying out the everyday tour of duty places strains upon the body that were unheard of a few years ago. The number of personalities to whom the child must adjust the speeded up living, and the increased facilities for communication and transportation make it impossible for the modern child to be antisocial and remain an acceptable member of society. This art of conscious relaxation must be learned and definite attention given to it in any modern program of physical education that would best serve the boys and girls of today.

One position that uses the force of gravity, requires no elaborate equipment and can be readily taught to children to aid them in learning to relax is the "Todd Position." This position (see diagram) can be taken on the floor or any hard surface.



RESTING POSITION

The child is taught to relax consciously areas where undue tensions are apt to develop, *i. e.*, knees, lower jaw, wrists, neck and the muscle groups in the hips. Aided by the force of gravity, tensions are released in the spine, shoulder and abdominal areas.

Classroom teachers can encourage the children to bring washable throw rugs, small squares of blanket or even a large turkish towel upon which to stretch out if the floor is not suitable without covering. By staggered arrangement of pupils in the classroom, in the cloak hall or in the gymnasium or playroom, some place can be found where such a vital skill and beneficial activity can be practiced.

Rest and relaxation, taught and practiced in the kindergarten should not be halted with that group. The benefits to the growing boy and girl will more than compensate the leaders for their efforts in devising ways by which the children can have even a few minutes daily to rest.

V. SPECIAL PHYSICAL EDUCATION ACTIVITIES

(Playdays, entertainments, costuming)

Special activities such as "Play Days" serve as a culminating activity to show the growth and development of skills that have been acquired throughout the physical education program. Play Days satisfy the desire for competition under satisfactory conditions.

The selection of a special theme for the play program such as a rodeo, circus, neighboring countries, flags of many lands, etc., serves as an incentive to develop a related program of games and rhythms. Such a plan has succeeded for those who have used it.

Definite assignment of space, equipment and time of appearance on the program must be worked out in detail and well in advance of the play day.

Games or rhythms may be offered for numbers for assembly programs, parents' meetings or civic groups. Not only are these entertaining but they serve an educative purpose in that they are evidence to the lay groups that the physical education program is an integral part of the curriculum.

Costuming for special activities should be kept as simple and inexpensive as possible. Often elaborate costume requirements prevent some children from participating. Teachers and pupils should work together to develop appropriate costuming that will be effective but not expensive.

Dress rehearsals should be utilized to allow all children to see the program. When the program is repeated for the public only those groups performing should be in evidence. Groups may be entertained in their rooms by movies, stories or impromptu programs. Arrangement for messengers to warn teachers of time of appearance should be made so that the program may be given without interruption.

VI. BIBLIOGRAPHY

The following list was selected with the idea of presenting only a few of the best books, any one of which is an excellent source of additional material.

- A. Books which cover the general field of physical education including principles, games, stunts, and self-testing activities and rhythms.

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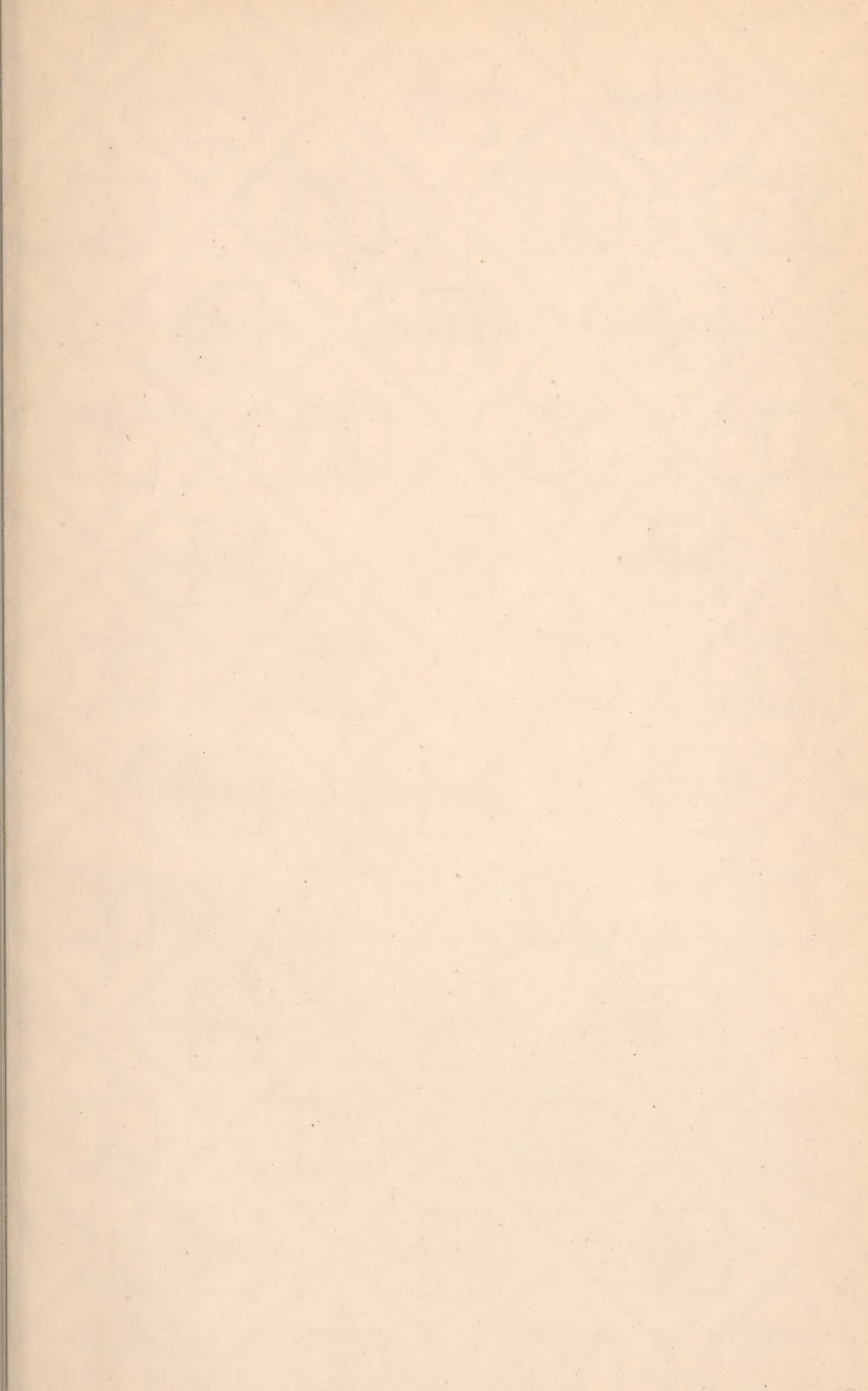
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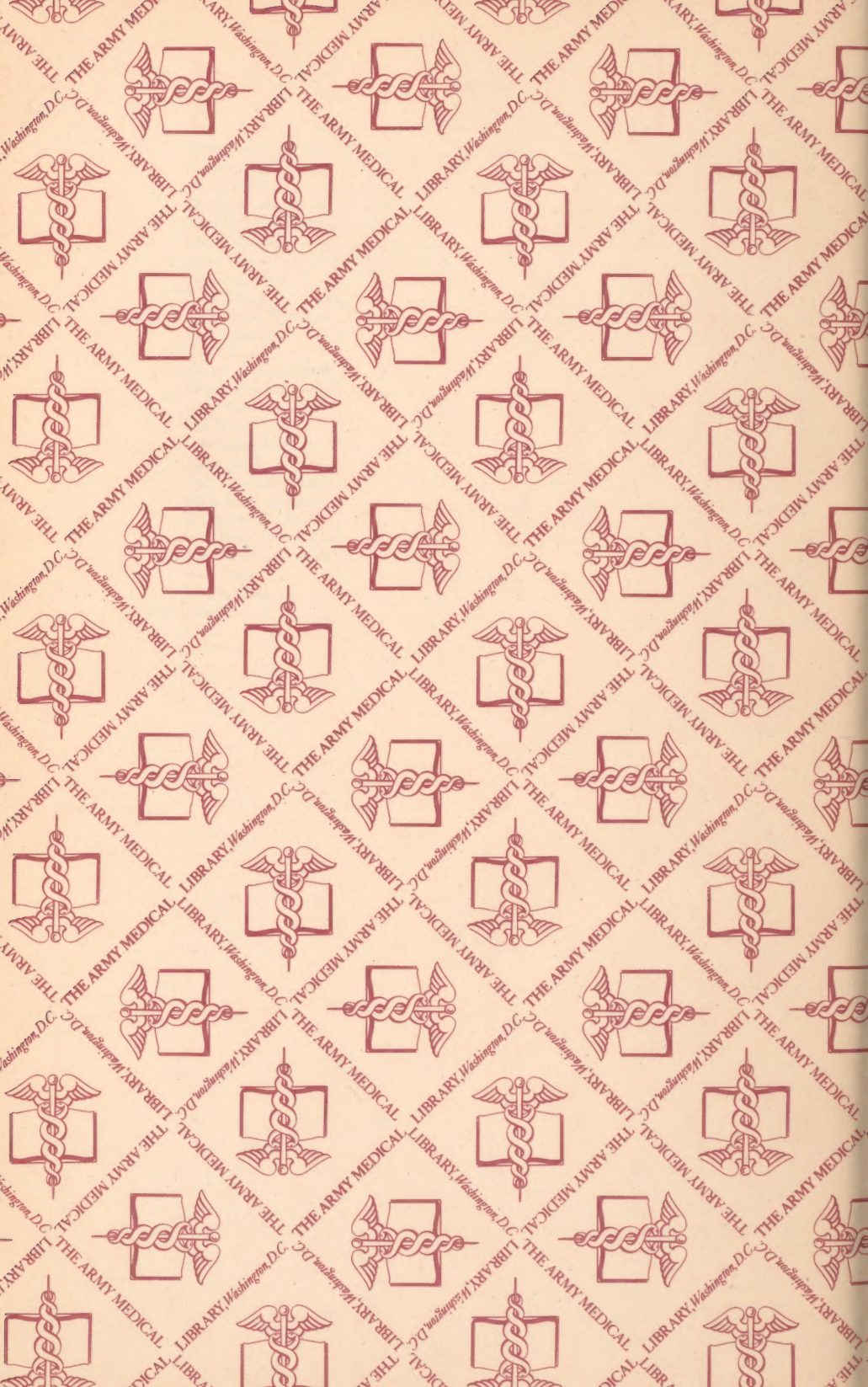
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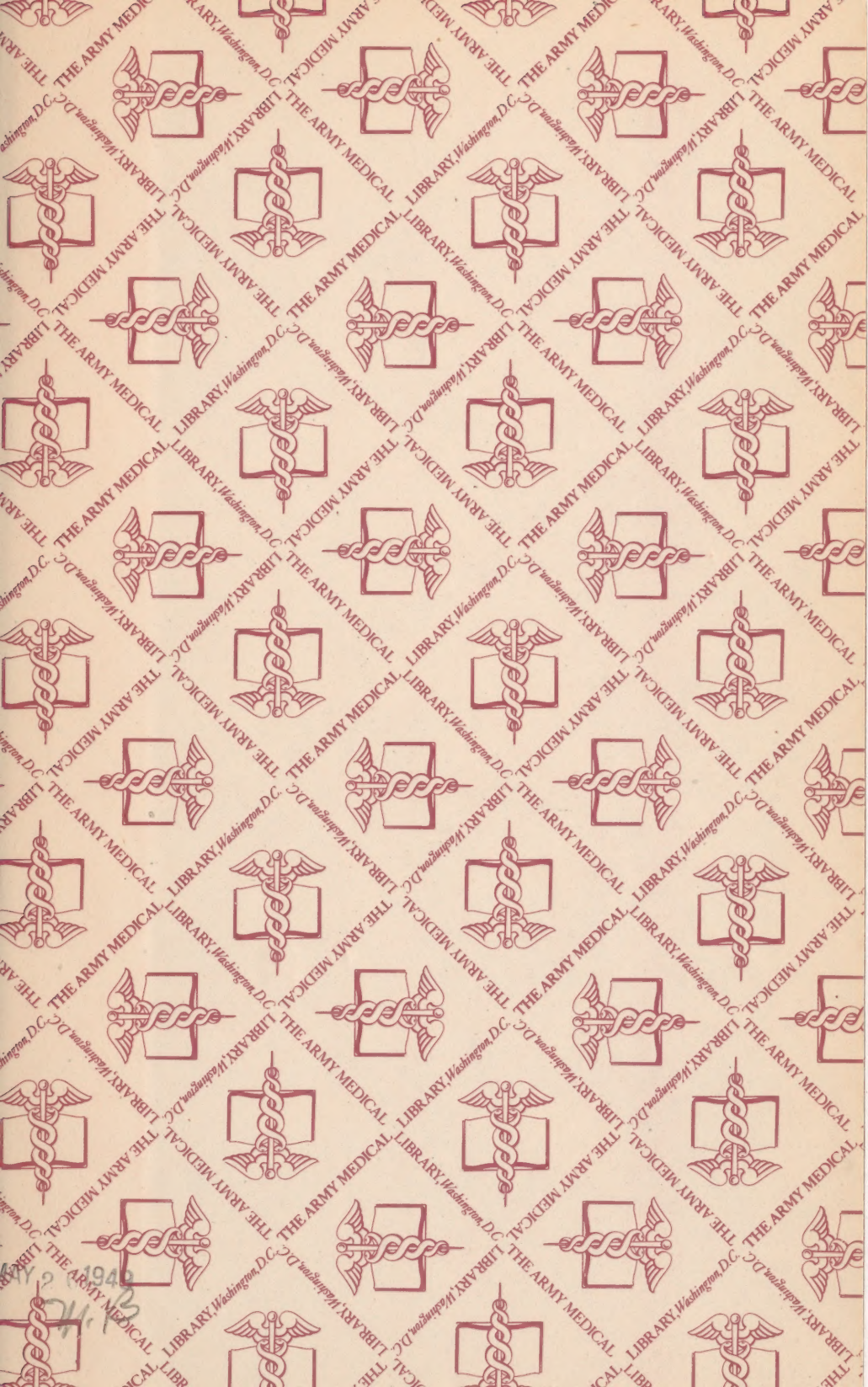
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